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ABSTRACT

Intended for use by teachers on the middle or junior high school level in Kentucky, this curriculum guide outlines a four-week course in parenthood education. The eight units included are as follow: (1) responsibilities of parenthood, including parental roles and financial responsibilities; (2) human reproduction; (3) family planning and birth control; (4) pregnancy; (5) childbirth; (6) the needs of an expanding family; (7) providing a stimulating environment for child development; and (8) family crisis, such as death, illness, and divorce. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources (those for teacher use, rather than student use, are indicated). A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, role playing, discussion questions, pretests, and quizzes. (ELG)

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MIDDLE/JUNIOR HIGH SCHOOL PARENTHOOD EDUCATION CURRICULUM GUIDE for CONSUMER AND HOMEMAKING EDUCATION

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FOREWORD

This four week unit for teaching Parenthood Education to sixth, seventh, or eighth grade home economics students was developed during a workshop at the Fayette County Board of Education in July 1977.

Workshop participants were: Nancy Bohannon, Travis Fritsch, Sharon Hadley, Anna Johnson, Cecil Neill, Esther Pope, Martha Randolph, Scheryl Reinhardt, Elaine Singleton, Henrietta Thompson, Mary Vester and Jean Zachem.

The curriculum was revised during the summer of 1978 by Sharon Hadley and Martha Randolph using the suggestions from teachers who had field tested the materials in home economics or practical arts classes. Additions were made to include more information on contraceptives, venereal disease, teaching strategies, and FHA activities.

Dr. Effie Ellis, Pediatrician and Co-Director of the Quality of Life Center of Chicago, was the keynote speaker for the workshop. Mary Langenbrunner, Early Childhood Education instructor in the College of Home Economics, University of Kentucky, served as subject matter consultant. The final copy of the guide was edited by Jim Fields and typed by Betty Cavanaugh.

Workshop participants are grateful to Ed Murphy and A. C. Thomas, Vocational Programs, Fayette County Board of Education, for making arrangements for the workshops.

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INTRODUCTION

Some parents and teachers view the area of parenting in our society with panic. The more involved the change in values and actions, the more uneasy they become. Early teenagers and some preteens are becoming parents without proper preparation for this fundamental and lifelong role.

Due to the breakdown of old value systems and familiar family resources, the school is left to redefine and give options to these preteens who have found neither old nor new values for coping with their needs.

This curriculum guide has been developed to help fulfill the needs of the preteen's "right" to knowledge about the responsibility of being a parent and to provide an awareness of the necessary values and actions relevant to being a responsible parent.

.e, who have worked on this guide, suggest using this material as a beginning resource to teach parenting in the junior high/middle school. Each community has its own characteristics of old and new values. Each must be evaluated to determine what "changes" can be presented now and at what speed. It is necessary that each teacher assess the values of his/her community so that maximum good can be gained from his/her presentation of parenting.

Administrators, teaching staff, and parents of the students must be oriented to the subject matter before it is presented to the students if the class is to begin successfully.

We suggest that you first approach your administrators and gain their support to add parenting to the course of study. The school counselor can also be very helpful.

Since some parents feel strongly that this is an invasion of privacy, we have included a form letter to use in securing their approval prior to allowing the child to enroll. You may use the letter as it is written or change it to suit your particular situation.

The success of teaching parenting may depend on what materials are chosen and how it is presented to the students. We urge you to use your most effective teaching techniques.

We stress the need to be selective about resource materials. What we have listed is only a guide, and some resources are revelant only as background material for the teacher. We urge the teacher to use discretion in the selection of materials that are appropriate for the community.

Dear Parent,

_____ School is aware of some of the problems facing preteens in our present society.

Home Economics recognizes that many preteens need adequate knowledge in the area of parenting. For this reason the Home Economics Department is offering a unit on parenting as a part of the _____ grade home economics course. An outline of the subject matter to be taught is enclosed. We encourage you to look it over carefully and thoughtfully.

Resource materials selected for this unit are factual and represent the best interest of the learner. If you have any questions about the outline or wish to examine any of the resource material, please call me at _____ between the hours of _____.

After you have examined the outline, and should there be no further questions, please sign in the appropriate place if your child has permission to study this unit.

Sincerely yours,

_____
Teacher

- -

I have read the outline you enclosed with this letter and

_____
Your child's name

has my permission to study a unit on parenting.

_____
Parent or Guardian

_____
Date

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Suggested Time for Unit
Parenthood Education
Middle/Junior High School

I. Responsible Parenthood — 2 days
   A. Attitudes Toward Parenthood
   B. Maturity of Parents
   C. Understanding Financial Responsibilities of Parenthood
   D. Changing Roles of Parents
   E. Children's Rights

II. Human Reproduction — 3 days
   A. Heredity vs. Environment
   B. Reproductive System of The Male
   C. Reproductive System of The Female
   D. Conception

III. Family Planning — 2 days
   A. Desire for Children
   B. Spacing of Children
   C. Conception Control

IV. Pregnancy — 4 days
   A. Physical Changes During Pregnancy
   B. Emotional Changes During Pregnancy
   C. Nutritional Needs During Pregnancy
   D. Effects of Alcohol, Drugs, Smoking and Venereal Disease During Pregnancy

V. Birth of A Baby — 1 day
   A. Three Stages of Labor
   B. Terminology Associated With Childbirth

VI. The Expanding Family — 2 days
   A. Needs of the New Baby
   B. Needs of the Mother
   C. Needs of the Father

VII: Providing a Stimulating Environmment for a Child — 4 days
   A. Understanding Stages of Growth and Development of Children
   B. Enriching the Child's Environment
      1. Play Activities
      2. Cultural Experiences
      3. Social Experiences
   C. Guiding Children in Developing Appropriate Behavior

VIII. Family Crisis — 2 days
   A. Divorce
   B. Illness
   C. Death

MAJOR CONCEPTS: I: Responsible Parenthood

SUPPORTING CONCEPTS: A. Attitudes Toward Parenthood

B. Maturity of Parents

C. Understanding Financial Responsibilities of Parenthood

D. Changing Roles of Parents

E. Children's Rights

UNIT OBJECTIVE: Upon completion of this unit the student will be able to express his or her attitudes toward parenthood, explain guidelines needed to be mature parents, understand the financial responsibilities of parenthood, explain the changing roles of parents and be familiar with the rights of children.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Become aware of his/her attitudes toward parenthood.

B. Explain guidelines needed to be mature parents.

C. State the financial responsibility of parenthood.

D. Explain the changing roles of parents.

E. Identify children's rights.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Attitudes Toward Parenthood	Interest Approach: Bulletin board	Appendix A
1. It is important for potential parents to be aware of their attitudes and expectations of parenthood.	Work in two groups divided by sex. Boys list all advantages of being a mother. Girls list all advantages of being a father. Discuss advantages of each.	
	Complete a pretest to identify individual attitudes toward children and parenthood.	Appendix B
	Complete open ended sentences. Discuss.	Appendix C
	Extended Learning: Observe children at play, then write a summary of how you felt about the children, including the trouble-maker, the agreeable follower, the non-participant, etc.	
2. One's attitudes and actions toward children affect the child's self-image.	Discuss characteristics of people with whom pupils want to be friendly. Consider whether or not children respond to the same qualities.	Cross, Introductory Home-making, Chapter 7.
	Recall teachers who made you feel good about yourself. Discuss how this affected your school performance.	

3. The majority of people treat their children in the same manner they were treated by their parents.	Write on five small pieces of paper the most important traits that you feel make a good parent. Then one at a time, take the least important traits away until the most important is left. Discuss the trait you chose and why.	
	View filmstrip, "Understanding Your Parents."	"Understanding Your Parents" Guidance Associates.
	Complete film evaluation	Appendix D
	FHA/Hero - Sponsor "Daddy-Date" Night or "Parent-Fun" Night.	
	Listen to speaker on child abuse.	Department for Human Resources, Citizens Child Abuse Committee, Inc., or local lawyer.
	View film on child abuse.	"The War of the Eggs," U.K. Film Library.
		"Children in Peril," U.K. Film Library.
	Consult references on child abuse.	About Child Abuse, Channing L. Bete Company, Inc.
		Children Today, Volume 4 #C. DHEW Publication

4. Improved methods of parenting may be learned through studying parenthood education.	Advanced: Read magazine articles that reflect social and emotional rewards of parenthood. Identify specific rewards in different articles. Share findings with class.	"Child Abuse and Neglect," Parents Magazine, May 1978. Co-Ed, June 1978.
5. It is natural for parents to experience negative feelings and frustration with their children.	Choose and discuss television commercials, and programs or magazine ads that portray parental attitudes about parenthood.	
	Complete handout, "Would I Make a Good Parent?"	Appendix E
	Listen to a panel of parents discuss the joys and satisfaction of being parents.	Mothers, coaches, businessmen, grandparents, etc.
	Evaluation: Give each student a balloon filled with helium. This will serve as his/her child and therefore, must be cared for constantly.	
	Complete evaluation sheet on "My Attitude Toward Parenthood."	Appendix F
	FHA/Hero - Write and present puppet show on attitudes about parenthood.	
	FHA/Hero - Present skits showing differences in a family that is ready to accept responsibilities of parenthood and one that is not.	

B. Maturity of Parents		
1. A mature couple is able to communicate and make decisions about having a baby.	Read references and discuss decisions which need to be made before deciding to start a family.	Gordon/Wollin, Parenting, A Guide for Young People.
	Read and list adjustments parents and family members have to make when a new baby comes into the family.	Brisbane, The Developing Child, pp. 71-77.
2. A mature couple is willing to make compromises and adjustments when children come into the home.	Role play the changes in household routines which take place with a new baby.	
3. The arrival of a new baby requires that both the husband and wife be mature enough to assume the role of parents.	View a filmstrip showing the importance of both parents sharing love and understanding for each other and the baby.	"The Parent is a Teacher" Parents Magazine.
	Present a puppet show where love and consideration are shown to the baby and parents.	Teen Times, January-February, 1977.
	Interview young parents to determine changes the baby made in their lives.	Appendix G
	Evaluation: Write a paper on "Why Parents Need to be Mature."	
	FHA/Hero - Panel of parents to discuss responsibilities of parents - followed by a question and answer period.	

4. The single parent faced with the full responsibility of rearing a child may feel satisfactions and frustrations.	Role play the responsibilities and feelings that a single parent may experience. View filmstrip on the single parent. Invite a single parent to visit class to discuss concerns, responsibilities, rewards, and frustrations of rearing a child alone.	"Young, Single and Pregnant," Guidance Associates.
C. Understanding Financial Responsibilities of Parenthood. 1. The expense of pregnancy necessitates planning and wise use of financial resources to prevent strain on the family budget.	Interest Approach: Brainstorm all the expenses that are incurred with the rearing of a child from birth through high school. Read references to determine necessary financial preparations for the baby. List all the expenses that your parents have had because of you. Compile a list of financial decisions and plans which expectant parents must make.	Brisbane, The Developing Child, pp. 43-48.
2. The manner in which financial demands caused by a new baby are met tends to influence family relations.	Interview new parents on "How We Met the Financial Obligations of our Baby," and report findings to class. Role play a family planning their financial assets to meet the expenses of a new baby from beginning pregnancy through one year of age.	Parents of a new baby.

	Evaluation: Write a paragraph on the financial responsibilities of parenthood. FHA/Hero - Prepare a bulletin board on the cost of rearing a child. Extended Learning: Research the cost of having a baby, including doctors' cost, hospital, equipment, layette, etc.	
D. Changing Roles of Parents		
1. A role is the function or part that one accepts and carries out in life.	Read references to acquire a definition of roles. Discuss parents role expectations.	Westlake, Relationships: A Study in Human Behavior. Riker & Riker, Me: Understanding Myself and Others.
2. Children are much more likely to learn their roles of parenting from individuals they respect and admire.	Listen to tape "Sharing Parental Responsibility Between Men and Women." List and explain six roles which you feel you would enjoy fulfilling, either as a mother or father.	Conversations with Dr. Lee Salk, Visual Education Corp.
3. Traditional parental roles may be shared by either the father or mother.	Read magazine articles telling how parents have reversed roles. Observe, then write a summary of the roles you see your parent or parents fulfilling or write a summary of the parent substitute roles you are fulfilling.	"I Was A Mother For Six Months," Good Housekeeping, July 1977.

	Extended Learning: Interview parents to determine how they feel their roles have changed since they married. Evaluation: Define role and explain how parental roles have changed.	
E. Children's Rights		
1. Every child has the right to be loved and provided for by parents who are loving, warm and skillful in providing for their optimum growth.	Read "A Bill of Rights for Children," shown on overhead or opaque. Compose a bill of rights for children.	Gordon and Wollin, Parenting, A Guide for Young People, pp. 25-26. Teen Times, January-February, 1977.
2. Effective communication establishes a bond of understanding between parents and children.	Role play a typical home situation where there is good communication, and problems are solved without conflict. Divide into groups to analyze why this was an effective method of solving problems. Extended Learning: Plan ways to improve communication in your home.	Ginott, Dr. Haim, Between Parent and Child, teacher reference. White, James D., Talking With A Child, teacher reference.
3. Effective parenthood education will help couples feel secure in providing for the needs and rights of their families.	Listen to speaker on children's rights and laws that protect them. Compile a list of requirements you feel a couple should have in order to qualify for a license for becoming parents.	Social worker, visiting nurse, lawyer.

Interview parents to determine what they think are children's rights.	
Evaluation: Using a checklist, check the rights of children.	Appendix H
FHA/Hero - Present skit, "Baby's Bill of Rights."	Teen Times, January-February, 1977, p. 19. Gordon, Dr. Thomas, P.E.T. in Action, teacher reference.

MAJOR CONCEPT II. Human Reproduction

SUPPORTING CONCEPTS: A. Heredity vs. Environment

B. Reproductive System of the Male

C. Reproductive System of the Female

D. Conception

UNIT OBJECTIVE: Upon completion of this unit the student will understand the factors related t human reprouction.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Differentiate between inherited and environmental characteristics.

B. Identify the parts of the male reproductive system.

C. Identify the parts of the female reproductive system.

D. Describe the process of conception.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Heredity vs. Environment		
1. Heredity is the transmission of genetic characteristics which cannot be changed.	Define heredity and environment. List inherited characteristics that cannot be changed by environment.	Miller, Slackowski, and Rosenberg, Masculinity and Femininity, Chapter 3. Barclay, Teen Guide to Homemaking, pp. 48-52.
2. Environment is defined as all the people, things, and events that surround you.	Write the word "environment" on a chalkboard or a handout. Beside each letter list several things which affect your environment. E - events, experiences N - neighborhoods, neighbors V - values, vapors, vehicles I R O N M E N T	Brisbane, The Developing Child, pp. 50-52.
	Extended Learning: Research a family tree.	
	Evaluation: Differentiate between inherited and environmental characteristics.	Appendix I, J

3. Feelings of sexuality are influenced by your family, friends, and environment.	Write a "Dear Abby" letter expressing a problem dealing with sexuality. Exchange letters and write out possible solutions. Read and discuss other solutions and the advantages and disadvantages of each. Read resources on sexuality. Complete and discuss open ended sentences.	Appendix K Planned Parenthood, Decisions About Sex.
B. Reproductive System of the Male	Bulletin Board Idea: "Don't Clown Around"	Appendix L
1. The important organs in the male reproductive system are the testes, penis and prostate gland.	Interest Approach: List all parts of the male reproductive system that you are familiar with. View a diagram, identify and say aloud the correct names of the male reproductive system. Complete a worksheet and label the parts. View a filmstrip or film on the male reproductive system.	Miller, Slackowski, and Rosenberg, Masculinity and Femininity, Chapter 3. Appendix M "Becoming a Man," Guidance Associates "Male Reproduction," Mode Talking Pictures. "Human Reproduction," Guidance Associates.

2. The function of the male reproductive system is to produce the male hormone and to manufacture sperm.	Discuss the function of each part of the male reproductive system.	
3. The testicles produce the hormone, testosterone. This hormone is responsible for the sex drive and the appearance of secondary sex characteristics.	Discuss the appearance of secondary sex characteristics. (Example: growth of hair on the arms, genitals, chest, and face; cracking of the voice, appearance of pimples and masturbation.)	
	Evaluation: Complete a quiz over the male reproductive system.	Appendix N
C. Reproductive System of the Female	Interest Approach: List all parts of the female reproductive system that you are familiar with.	Growing Up, Planned Parenthood Center of Syracuse, Inc.
1. The female reproductive system consists of the ovaries, a pair of fallopian tubes, uterus, vagina, external genitals and cervix.	Identify the parts of the female reproductive system. Using a chart, point to parts and have students repeat aloud the correct name.	The Miracle of You, or Your Years of Self-Discovery, Life Cycle Center.
	Complete a worksheet on the female reproductive system.	Appendix O
2. At puberty the secretion of hormones from the ovaries causes the development of secondary sex characteristics.	List some of the secondary sex characteristics of the female. (Example: development of her breasts, widening of hips, growth of hair under arms and around her external genitals).	
	Complete word jumble on parts of the reproductive system.	Appendix P

3. Menstruation is the monthly cycle of the body as it prepares for a child. It is the method the body uses for eliminating the thickened lining of the uterus.	View a film on menstruation. Discuss the film.	"The Story of Menstruation," Walt Disney Films. "From Girl to Woman," Modern Talking Pictures. "Becoming A Woman," Guidance Associates.
4. Ovulation is the ripening of the mature ovarian follicle and the release of the egg or ovum.	List old superstitions surrounding ovulation and menstruation. Evaluation: Complete a quiz over the reproductive system of the female. FHA/Hero Activity: Conduct a clean-up campaign of school restrooms to remove words and diagrams that have been placed there.	Appendix Q
D. Conception	View a filmstrip on fertilization.	"Human Reproduction," Audio-Visual Services, U. of Ky.
1. Conception is the biological union of the sperm and the egg which results in pregnancy.	Discuss how pre-marital sex may lead to unplanned pregnancy.	Your Years of Self Discovery, Life Cycle Library.
2. In order for fertilization to take place, semen from the male is deposited within the vagina of the female.	Define the following: Conception Semen Sperm Ovum Ejaculation Fraternal twins Identical twins	Eleven Million Teenagers, Planned Parenthood.

3. Identical twins are the products of a single fertilized egg, while fraternal twins are products of two different eggs fertilized by two different sperm.	Explain how fraternal and identical twins are conceived. View charts which illustrate the position of twins, triplets, etc. in the uterus. Refer to handout on twins. Evaluation: Complete a word puzzle to evaluate the above learnings. Extended Learning: Research how a baby's sex is determined.	Birth Atlas, Maternity Center Association. Appendix R Appendix S

MAJOR CONCEPT III: Family Planning

SUPPORTING CONCEPTS: A. Desire for Children

B. Spacing of Children

C. Conception Control

UNIT OBJECTIVE: Upon completion of this unit the student will identify values determining desire for children, identify factors which affect decisions of spacing children and will be aware of conception control.

STUDENT PERFORMANCE OBJECTIVES:

A. List values that may influence individual desire to have childre

B. Identify five reasons for spacing children.

C. Name four types of contraceptives.

Some Supporting Content and Generalizations	Teaching Strategies ·Learning - Evaluating Experiences	Resources
A. Desire for Children	Interest Approach: Bulletin Board with pictures of lovable baby; caption, "Every Baby Wanted."	Getting Married, Kimberly Clark Company
1. To desire a child is human and natural.		
2. Of all living creatures, only man and woman decide to choose a mate, to make a home, and to have children together.	Brainstorm: Am I parent material?	Westlake, Helen Gum, Relationships, A Study in Human Behavior, pp. 334.
3. The decision to have children should be a cooperative decision between husband and wife.	Role play making a decision to have a baby. Introduce feelings about: 1. Financial concerns 2. Social concerns such as having to give up concerts, sports events, etc. 3. Concerns about feelings of relatives	Am I Parent Material?; National Organization for Nonparents.
	Extended Learning: Research sickle cell anemia.	Smith, Mary, and Jackson, Jonnie, Sickle Cell in Kentucky, Urban League.
	Evaluation: Given a list of values, check ones that may influence an individual's desire to have children.	

B. Spacing of Children 1. Optimum age of the mother for a healthy baby and uncomplicated pregnancy is between the ages of 20-35. 2. 2-5 years between pregnancies offers the best chance for having safe pregnancies and healthy babies. 3. Lack of money, desire for further education, travel or getting to know each other are reasons for delaying starting a family.	Interest Approach: Bulletin Board showing tired woman in unkept house with several small children near the same age. Discuss starting a family. Slow Learner: Draw a picture of your idea of a happy family. List reasons couples have for spacing children. Discuss: 1. Reasons couples may not want children. 2. Reasons couples should not have children. 3. Reasons for delaying having the first baby. Evaluation: List five reasons couples might have for spacing children.	Old magazines Because You Are Getting Married, Ky. Dept. for Human Resources, p. 8. Planning Your Future, DHEW Pub. No.(HSA) 74-16014, p. 3. Phillips, Maxine, Planning Your Family, Planned Parenthood.

NOTE TO TEACHER: Check with principal before teaching this section.		
C. Conception Control 1. Every child should be a wanted child. 2. To prevent pregnancy, it is necessary to keep a sperm cell from meeting an egg cell. 3. Types of birth control, effectiveness and source are: a. Pill - 99.7% when used consistently - doctor b. Diaphragm - 95% - doctor c. I.U.D. - 94% - doctor d. Sterilization - 100% - surgery e. Condom - 85% if used correctly - druggist f. Foam, jelly or cream - 85% - druggist g. Condom and foam combined 99% - druggist h. Vaginal suppository - research incomplete - druggist	Interest Approach: Complete sentence "Every child should be a wanted child because _____." Complete pretest on contraception. Review how a baby is conceived. Read resources on contraceptives. View the different types of contraceptives Resource person: Discuss the different methods of conception control. Evaluation: Describe five methods of contraception.	Gordon/Wallin, Parenting: A Guide for Young People, pp. 22-24. Appendix T Decisions About Sex, Planned Parenthood. What It Means to Become a Parent, Planned Parenthood. Department for Human Resources, or local health department.

MAJOR CONCEPT IV: Pregnancy

SUPPORTING CONCEPTS:

A. Physical Changes During Pregnancy

B. Emotional Changes During Pregnancy

C. Nutritional Needs During Pregnancy

D. Effects of Alcohol, Drugs, Smoking and Venereal Disease During Pregnancy

UNIT OBJECTIVE: Upon completion of this unit the student will be able to list the physical changes during pregnancy, be familiar with the emotional changes that take place during pregnancy, be able to discuss nutrition for pregnant women, and be familiar with the effects alcohol, drugs, smoking and venereal disease have on the developing fetus - infant.

STUDENT PERFORMANCE OBJECTIVES:

A. List the physical changes that take place during pregnancy.

B. State the emotional changes that take place during pregnancy.

C. Plan nutritious meals and snacks for a pregnant woman.

D. Explain the effects of alcohol, drugs, smoking and venereal disease during pregnancy.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Physical Changes During Pregnancy	Read references and describe the physical signs and changes of pregnancy.	Brisbane, The Developing Child, Chapter 2.
1. Physical signs and changes occur early in a pregnancy.	Invite mothers of young children to class to discuss the signs and changes during pregnancy.	Better Homes and Gardens Baby Book, pp. 24, teacher reference.
2. Every pregnancy is different but follows a definite pattern of development.	Discuss other causes of a missed menstrual period and why it is not always a positive sign of pregnancy.	Westlake, Relationships, A Study In Human Behavior, pp. 352, teacher reference.
3. Serious complications may be avoided if a woman will go to the doctor as soon as she suspects she is pregnant.	Read and discuss "Be Good to Your Baby Before It is Born."	The National Foundation - March of Dimes, Be Good To Your Baby Before It is Born.
	Cite places where a woman may seek medical attention to confirm pregnancy.	
4. Physical development which takes place before birth provides the foundation for growth and development of the child throughout life.	View charts describing the physical developments of the fetus.	A Baby is Born, Maturity Center Association, pp. 16.
	Advanced: Research and make a descriptive chart of fetal growth.	
5. The body may give visible warning signals if there is anything wrong.	Enumerate the warning signals the body may emit when the pregnancy is not progressing smoothly.	
	Evaluation: List four physical changes that take place because of pregnancy.	
	FHA/Hero - Organize a pregnancy information center in the school library.	

B. Emotional Changes During Pregnancy 1. A woman's emotions may change during pregnancy. She may become depressed, tearful and irritable in early pregnancy especially if it is an unwanted pregnancy. 2. During pregnancy there are periods of joy and happiness, as well as periods of doubt and misgivings which cause anxiety.	View filmstrip, "The Emotional Impact." Complete filmstrip evaluation after viewing filmstrip. Read and list emotional changes which may occur during pregnancy. Listen to discussion of the emotions experienced during pregnancy. Evaluation: Write a paragraph explaining the emotional changes that occur during pregnancy and their effect on the family.	"The Emotional Impact," Prenatal Care: Preparing for Parenthood, Parent's Magazine Films, Inc. Appendix D Guttmacher, Alan F., M.D., Pregnancy, Birth and Family Planning, pp. 190. New mothers. Salk, Dr. Lee, Preparing for Parenthood, pp. 1-19.
C. Nutritional Needs During Pregnancy 1. A balanced diet is essential before, during and after pregnancy. 2. A woman who has a balanced diet before and during pregnancy is more likely to produce a healthy, full term baby.	Interest approach: Brainstorm nutritional needs during pregnancy. Read and review what makes a healthy diet before, during and after pregnancy. Hear a speaker (nutritionist, doctor, nurse, etc.) explain the importance of a balanced diet, before, during and after pregnancy. Ask about the danger of producing a handicapped child because of poor nutrition.	Nutrition and Pregnancy, The National Foundation March of Dimes. Be Good to Your Baby Before It is Born, The National Foundation March of Dimes.

3. The teenage mother has a greater chance of producing a low weight baby because her body has not matured.	Prepare posters showing causes of low birth weight and birth defects.	
4. Infant mortality for children born to mothers under 15 is more than twice as high as for mothers in their twenties.	Advanced: Write a "Dear Dad" letter encouraging the father to see that the mother eats the foods she needs for the development of a healthy baby.	
5. The person who is well nourished is less likely to experience nausea during pregnancy.	View filmstrip, "Inside My Mom," and complete film evaluation.	"Inside My Mom," National Foundation March of Dimes. Appendix D
6. Nutritional deficiencies during pregnancy can cause severe mental retardation.	Discuss letter to "Dear Mom" explaining the importance of following a sound nutritional program. Evaluation: Plan nutritious meals and snacks for a pregnant woman. FHA/Hero: Skit - Healthy Babies - Chance or choice? Prepare posters on nutrition to display in elementary school. Cooperate with art department in planning and preparing nutrition visuals for cafeteria. Sponsor a "Good Nutrition Week" in school	Appendix U Kentucky Association FHA.

D. Effects of Alcohol, Drugs, Smoking and Venereal Disease During Pregnancy	Interest approach: Skit on "Drugs and Babies Don't Mix."	Teen Times, Jan.-Feb. 77, pp. 18-19.
1. Research indicates that women who drink heavily are more likely to give birth to mentally and physically defective babies.	List all the reasons you can think of for not smoking, drinking, and using drugs.	Be Good To Your Baby Before It is Born, The National Foundation March of Dimes.
2. Pregnant women who drink, smoke and use drugs may endanger the lives of their babies.	Read and discuss articles from newspapers and magazines pertaining to alcohol, drugs, smoking, and pregnancy.	Better Homes and Garden's Baby Book, pp. 26-27.
3. Smoking contributes to small babies and low birth weight.	Advanced: Make a poster to inform or educate others about the consequences of smoking, using alcohol or drugs before and during pregnancy.	Nell, Alcohol and Nutrition. Gordon-Wollin, Parenting, A Guide for Young People, pp. 58.
4. Women who smoke have more spontaneous abortions, stillbirths, and premature babies than do non-smokers, and their children's later health may be affected.	Read publication on drugs, alcohol and tobacco abuse during pregnancy. Bulletin Board Ideas: "You've Come A Long Way Baby ---- Toward a Shorter Life."	Brisbane, The Developing Child. The National Foundation D.A.T.A., March of Dimes
5. Use of drugs during pregnancy may have an adverse effect on the prenatal and later development of the child.	Resource person: Listen to speaker on effects of drugs taken during pregnancy. Evaluation: List five effects that using alcohol, drugs, and smoking during pregnancy may have on the baby.	Women and Smoking, Public Affairs Pamphlet 475.

	FHA/Hero: Show filmstrip "More Than Love" at a chapter meeting. Prepare and display posters on truths and superstitions concerning birth defects. Sponsor a part for handicapped children or adults.	"More Than Love," March of Dimes.
6. Venereal Disease	Complete pretest on venereal disease.	Appendix V
a. Venereal disease is spread through sexual contact with someone who is a carrier.	View a filmstrip on venereal disease. Read and discuss how VD is spread.	"VD: Who, Me?" Guidance Associates. VD: Facts You Should Know, Scott, Foreman & Company & local health department
b. Three types of venereal disease are: gonorrhea, syphilis, herpes.	List three typs of venereal disease.	Masculinity and Femininity, Miller, Rosenberg, Stackowaski. About Syphilis and Gonorrhea, Channing L. Bete Company
c. Gonorrhea and syphilis may be quickly cured by antibiotics. Herpes virus type 2 is caused by a virus rather than a bacteria, and, to date, there is no effective treatment.	Invite a resource person to discuss treatment of venereal disease.	Local health department.

d. If a pregnant woman contracts VD and neglects immediate medical care, her unborn baby may be affected.	Discuss how VD can affect the unborn baby of a pregnant woman. Evaluation: List and explain three types of venereal disease, the treatment, and effect on pregnancy. FHA/Hero: Plan chapter program on venereal disease, also a school assembly program. Provide information on VD, sources of help for tests, treatment, etc. View filmstrip, "Tomorrow Happens Today."	Venereal Disease Hurts You and Unborn Babies, March of Dimes. "Tomorrow Happens Today," The National Foundation March of Dimes.

MAJOR CONCEPT V: Birth of A Baby

SUPPORTING CONCEPTS: A. Three Stages of Labor

B. Terminology Associated with Childbirth

UNIT OBJECTIVE: The student will be familiar with the process and terms relating to the birth of a baby.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. List the three stages of labor.

B. Identify terms related to birth of a baby.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Knowledge of the birth process helps eliminate fears associated with the birth of a baby.	Interest Approach: List superstitions related to childbirth. (Example: stork, black bag, cabbage leaf)	
A. Labor is divided into three stages.	View filmstrip to become familiar with the three stages of labor.	"Having a Baby: the Miracle of Creation," QED.
1. The first stage begins with the dilation of the cervix and lasts until the cervix has dilated sufficiently to allow the fetal head to pass into the vaginal canal.	Resource person: Answer questions about birth of a baby.	Red Cross representative, doctor, nurse. Nilsson, Lennat & Ingelman Sundberg, A Child is Born.
2. The second stage consists of the fetus passing through the birth canal and the cutting of the umbilical cord.	View pictures on opaque projector showing birth of a baby or view film of live birth. Slow Learner: Read How Babies Are Made.	Department for Human Resources Planned Parenthood, or Red Cross. Audry, Andrew C. & Schepp, Steven, How Babies Are Made.
3. The third stage consists of the passing of the afterbirth.	Define the following terms: Amnion, Placenta, Caesarian section, Premature, Childbirth, Spontaneous abortion, Fetus, Therapeutic abortion, Labor, Breech, Miscarriage, Forceps	A Baby is Born, Maternity Center Association.
B. It is helpful to know the terminology associated with childbirth.	Evaluation: Match terms with correct definitions and list three stages of labor.	Appendix W

MAJOR CONCEPT VI: The Expanding Family

SUPPORTING CONCEPTS: A. Needs of the New Baby

B. Needs of the Mother

C. Needs of the Father

UNIT OBJECTIVE: The student will become aware of the total needs of the new mother, father and baby

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. Identify the physical, social, emotional needs of the new baby.

B. Identify basic baby care procedures.

C. Identify the needs of a new mother.

D. Identify the needs of a new father.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Needs of the New Baby	Interest Approach: Construct a bulletin board on the needs of an infant.	"From Birth to One: A Time of Remarkable Growth!" Parent's Magazine Films, Inc.
1. A newborn baby has definite physical, social, and emotional needs.	Define physical, social, emotional needs. Note to Teacher: List specific physical, social and emotional needs of a baby on slips of paper to be included in a grab bag. Have students identify the needs as physical, social or emotional.	
2. A newborn baby is completely helpless; he is dependent on other people to satisfy his basic needs.	Complete pretest on taking care of baby.	Appendix X
	Participate in small group discussions on infant care. Then report findings to class as a whole and/or view filmstrips on care of a baby.	Baby's Eating & Sleeping Habits, Keeping Baby Clean, When Baby is Ill, Johnson and Johnson.
	Topics might include: 1. Feeding the baby 2. Dressing and diapering a baby 3. Bathing a baby 4. Caring for an ill baby	Bathing, Dressing and Toilet Training, Parent's Magazine Films, Inc.
	Evaluation: Complete posttest on care of an infant.	Appendix X
	Extended Learning: Compile a notebook about infant care. Use booklets from different sources.	

	FHA/Hero: Honor first baby born during FHA Week by making him/her an honorary FHA member.	
B. Needs of a New Mother 1. A new mother needs someone to take over household chores and responsibilities during the first week home from the hospital.	Interest Approach: Ask students to recall when their younger brothers or sisters came home from the hospital. Exchange experiences. Ask how many of them contributed to the care of the household.	Your First Months With Your First Baby, Public Affairs Pamphlet No. 478, pp. 1-24.
2. A new mother needs adequate rest, exercise, and nutrition in order to permit her body to return to a normal state.	List needs of a new mother: 1. Extra rest 2. Balanced diet 3. Proper exercise 4. Extra household help 5. Time alone with the infant	Pregnancy & You, Public Affairs Pamphlet No. 482, pp. 1-27.
3. A new mother may experience postpartum blues as her body makes readjustments.	Evaluation: Have students make out a schedule for a new mother for one day. Check to see that all needs are included.	Appendix Y
C. Needs of a New Father 1. A new father will feel more secure if he has some knowledge of infant care.	Interest Approach: Role play bringing a new baby coming home from the hospital. Emphasize the role of the father. List some tasks that the father might perform when the mother comes home from the hospital.	Ames, Louise Bates, Dr., How To Father, pp. 9-19. Your First Month With Your First Baby, Public Affairs Pamphlet No. 478.

2.	It is important for a father to be included in the care of the infant to prevent feelings of neglect as well as a need to strengthen the father-infant relationship.	Evaluation: Write a conversation that a father might have with a new infant, or write a poem that a father might give to a new infant. Extended Learning: Interview a new father. Either tape or write up the interview to share with the class.

MAJOR CONCEPT VII: Providing a Stimulating Environment for a Child

SUPPORTING CONCEPTS:

A. Understanding Stages of Growth and Development of Children

B. Enriching the Child's Environment

1. Play Activities
2. Cultural Experiences
3. Social Experiences

C. Guiding Children in Developing Appropriate Behavior

UNIT OBJECTIVE: Upon completion of this unit, the student will have an understanding of the stages of growth and development, recognize that the child's environment can be enriched through play, cultural and social activities, and describe methods of guiding children in developing appropriate behavior.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. List stages of growth in preschool children.

B. Describe how to enrich the child's environment through play, cultural and social experiences.

C. Describe methods in guiding children in developing appropriate behavior.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Understanding Stages of Growth and Development of Children	Interest Approach: View pictures of students as preschoolers. Play a guessing game: "Who is it?"	
1. Knowledge of growth and developmental patterns leads to better understanding and guidance of children.	Note individual difference in growth patterns and body build.	
	Look at "chart" which emphasizes individual differences in growth rates and body build in children.	"See How They Grow," National Dairy Council.
2. Expecting only the behavior a child is capable of performing, makes him/her feel important and prevents feelings of frustration.	Brainstorm the value of learning what children are like at different stages and what to expect of children's behavior at these stages.	Fleck and Fernandey, Exploring Home and Family Living, Chapter 23.
	Compare the behavior of children who are the same age.	
3. Children the same age tend to have similiar types of behavior.	Read and list developmental stages of the preschool child.	Brisbane, The Developing Child, Chapters 4-9.
	FHA/Hero: Sponsor beauty contest using baby pictures of faculty members for contestants.	Baker and Fane, Understanding and Guiding Young Children, Chapters 3-4.
4. Development proceeds in an orderly sequence but varies from child to child.	Extended Learning: Observe and record on observation sheet the physical development and behavioral characteristics of a preschool child.	Shuey, Woods and Young, Learning About Children, Chapter 12.

	View cartoons or pictures featuring young children. From the activities and dialogue, guess the probable age of the children and give reasons for their choice. Evaluation: Given a list of characteristics of children between one and three, list these in sequential order of development.	"Growth and Development Patterns," 3-M Transparencies, Home Economic Packet No. 11. McDermott and Nichols, Homemaking for Teenager, Book I, Chapter 12.
B. Enriching the Child's Environment 1. Children develop mentally, physically and socially through play.	Interest Approach: Brainstorm and let the students tell what their favorite activity was as a young child. Read and discuss how play aids in the development of children.	Teach Your Child to Talk, CEBCO, Standard Publishing. Baker and Fane, Understanding and Guiding Young Children, pp. 139-150.
2. Being knowledgeable about growth characteristics will aid parents in choosing appropriate toys and play activities for their children.	View filmstrip on toys and play activities. Complete film evaluation. Field trip: Observe children at play in a child care center.	"Learning Through Play," Parents Magazine Films.
3. Children feel more secure when their parents provide guidance in play, cultural, and social experiences.	Plan and carry out an excursion that would be a learning experience for a child; such as a trip to a laundromat, supermarket, market, library or fire station. Then share experience with class. View filmstrip on guiding young children.	Teach Your Child to Talk, CEBCO, Standard Publishing. "Learning Away From Home," Parents Magazine Films.

4. Interaction with adults and peers is important for the child's social development, acceptance by others, and development of his self-concept.	Listen to person speak on selection of books for children. Example: Librarian FHA/Hero: FHA sponsor story hour for children. FHA sponsor baby-sitting service for FHA meeting and/or adult classes. Extended Learning: Read a book to a pre-school child and report to class. FHA/Hero: Invite a preschool group such as head start, kindergarten, etc. to take a tour of your school. Evaluation: Write a paper describing how to enrich the child's environment through play, cultural and social experiences.	Librarian, Book Store Personnel.
C. Guiding Children in Developing Appropriate Behavior	Complete pretest, "Promoting Acceptable Behavior - Thought Questions."	Appendix Z
1. Each child is a unique individual.	Read "Guides for Promoting Acceptable Behavior."	Appendix AA
	Distinguish between the terms discipline and punishment.	Dobson, Dare to Discipline, pp. 3-4.
	View and discuss filmstrip on behavior.	"When Children Disobey," Parents Magazine.
	Role play guidance techniques to use with children.	Appendix BB

2. Guidance should be brief, firm and positive to help a child develop self-control.	Grab Bag: Choose a negative statement directed to a child. Change the statement to a positive direction. Collect cartoons showing family situations concerning discipline.	Welch, Hughes, Discipline.
3. Many behavior problems are a normal part of the growing-up experiences and should be anticipated.	View and discuss filmstrip on behavior that is natural to the child's stage of development. Check references and list behavior characteristics of a toddler or a specific preschool age. Evaluation: Given "Guidance Situations," the student will choose appropriate solutions for the problem.	"When Children Do Worrisome Things," Parents Magazine. Smith, Survival Handbook for Preschool Mothers, pp. 53-54. Appendix CC

MAJOR CONCEPT VIII: **Family Crisis**

SUPPORTING CONCEPTS: A. Divorce

B. Illness

C. Death

UNIT OBJECTIVE: The student will become aware of family crises situations and how they affect the parents and children as well as methods appropriate in dealing with such crises.

STUDENT PERFORMANCE OBJECTIVES: The student will:

A. List five effects that divorce has on the family.

B. List three different ways of coping with illness.

C. Summarize how parents and children can cope with the reality of deat

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A. Divorce	Brainstorm: What are some problems that contribute to a divorce?	Riker, Audrey, and Riker, Charles, Me: Understanding Myself and Others, teacher reference.
1. Divorce is a legal decision that ends a marriage.		
2. Divorce threatens the security most vital to a child -- that gained from the love of a family. The long range effect of divorce depends upon a number of circumstances.	List the adjustments children must make because of divorce: 1. Mother starting to work. 2. Upset family household routines.	
	View filmstrip on divorce.	"Divorce & Separation," Parents Magazine.
	Complete film evaluation.	Appendix D
3. Divorce may cause guilt feelings in children and parents.	Listen to panel speaking on emotions and adjustments of the family members during a divorce.	Family counselor Marriage counselor Minister
4. A divorce may change a child's relationship with one or both parents.	Advanced Learners: Write and present a skit on how children and parents may remain on good terms.	Cain, Barbara, and Elissa Benedek, What Would You Do? A Child's Book About Divorce.
	Evaluation: List five effects that a divorce will have on a family.	Grollman, Earl A., Talking About Divorce.

B. Illness	Interest Approach: Recall illnesses and describe how they have disrupted family routines.	
1. Illness disrupts family routines.		
2. Families must learn to cope with illness during the life cycle.	View filmstrip on illness. Discuss how families cope with stresses caused by the illness.	"Illness," Parents Magazine.
3. Major illness may create a severe emotional and financial burden on the family.	Extended Learning: Interview persons who experienced a major illness in their family. Report findings.	
	Resource person to discuss the emotional and financial impact of illness on the family.	Nurse, nursing home personnel, homemaker, insurance agent.
	Evaluation: When given a situation where an illness has occurred the student will list three ways of coping with it.	
C. Death	Interest Approach: Discuss Have you ever had a relative or friend to die? What was your reaction? How did you feel?	
1. Children should be aware that death is inevitable, and they should not be sheltered from reality.		
2. The death of a person one loves involves a natural state of mourning.	View a filmstrip on how death is a natural process.	"Death as a Reality of Life," Parents Magazine, Inc.

3. When dealing with the topic of death, parents should be honest with their children and should immediately answer any questions they might ask.	Discuss and list the five stages of mourning: 1. Awareness that a death has occurred. 2. Acceptance of the finality of death. 3. Adjustment to fears aroused by death. 4. Appropriate expression of emotion. 5. Beginning personality reorganization. Discuss sheltering a child from the experience of mourning. (Example: Parents not allowing a child to go to a funeral.)	Death, Grief, Mourning, The Funeral and the Child, National Funeral Directors Assoc. Grollmar, Earl A., Talking about Death. Jackson, Edgar N., Telling A Child About Death, Chapters 7-10.
4. A funeral is one way our society copes with the realities of death.	Resource person to speak on death. Field trip: Visit a funeral home and discuss services to a family during this period with the funeral director. View and discuss a filmstrip related to importance of funerals. Evaluation: Write a paragraph explaining how parents and children can cope with the realities of death. Extended Learning: Find and bring in poems related to death or write your own poem about death. Final Evaluation: Write a paper describing the type of parent you think you will be in ten years.	Minister, Funeral Director, Physicians, Psychological and Psychiatric Services, School Counseling Department. "The Importance of Funerals," Parents Magazine.

APPENDIX

Appendix A

PARENTING

LET'S "SNOOP" INTO ATTITUDES

Appendix B

PRETEST ON ATTITUDES TOWARD CHILDREN

Circle T if the answer is true or F if the answer is false.

T F 1. Rearing children is fun.

T F 2. Children are sweet and cute.

T F 3. Children will turn out well if they have good parents.

T F 4. Girls are harder to rear than boys.

T F 5. Childrearing today is easier because of modern medicine, modern appliances and child psychology.

T F 6. Parents of today are not as good as those of yesterday.

T F 7. Children today really appreciate all the advantages their parents are able to give them.

T F 8. The hard work of rearing children is justified by the fact that we are going to make a better world.

T F 9. Children will not get into trouble if they have been told the facts of life.

T F 10. There are no bad children - only bad parents.

T F 11. All married couples should have children.

T F 12. Children improve a marriage.

T F 13. Childless married couples are frustrated and unhappy.

T F 14. Parenthood receives top priority in our society.

T F 15. Two parents are necessary to rear children successfully.

T F 16. Parents are mature and grown up.

Appendix C

ATTITUDES TOWARD PARENTHOOD

Complete the following sentences:

1. A good mother will always _____

   _____.

2. Being a father is often _____

   _____.

3. My mother is _____

   _____.

4. The greatest thing a mother can do is _____

   _____.

5. If I had a child I would _____

   _____.

6. A father is supposed to _____

   _____.

7. Children are often _____

   _____.

8. A mother is angry when _____

   _____.

9. My father listens when _____

   _____.

10. Fathers would rather _____

    _____.

Appendix D

FILM EVALUATION

Name of film _____

What should I look for in the film to be shown? _____

_____

_____

What was the purpose of the film? _____

_____

What facts did I learn? _____

_____

How can I use these facts?

In class? _____

At home? _____

In the future? _____

What are some of the things I did not understand? _____

_____

_____

What new terms or words did I learn from the film? _____

_____

_____

What new terms or words did I hear in the film that I did not understand? _____

_____

What did I personally think of the film? Was it worthwhile? _____

_____

_____

Appendix E

WOULD I MAKE A GOOD PARENT?

The following list of questions has been prepared to help you understand parenthood. Each question illustrates an issue which you may face as a parent. There are no right or wrong answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?". Use the question mark only when you are certain that you cannot answer "Yes" or "No".

Yes No ? 1. Do you like to work or play with small children?

Yes No ? 2. Do you like to read or tell stories to children?

Yes No ? 3. Do you ordinarily feel concerned when you see a child crying?

Yes No ? 4. Do you sometimes answer a child's questions in a teasing way?

Yes No ? 5. If you had children, would you have a strong preference for a boy or a girl?

Yes No ? 6. If you had a child, do you know what vocation you would want him/her to follow when he/she grew up?

Yes No ? 7. Can you mention any particular skills or abilities which will be helpful to you in working with children?

Yes No ? 8. Do you ever have the feeling that children will interfere with your plans or happiness in marriage?

Yes No ? 9. Do you believe quite strongly in the saying, "Spare the rod and spoil the child"?

Yes No ? 10. As a result of your parents' treatment of you have you some things you are resolved to do, or not do, as a parent?

Yes No ? 11. Do you think the mother has a greater responsibility than the father in the rearing of children?

Yes No ? 12. Would you feel humiliated and embarrassed if your seven-year-old offspring had been found to have taken some money?

Yes No ? 13. Have you habits or past experiences about which you would prefer your children never knew?

Yes No ? 14. Would you feel embarrassed to have it known among your friends that you had been acting as a babysitter?

Yes No ? 15. Does a child's play and talking get on your nerves?

Yes No ? 16. Do you believe that a small child, when told to do something, should obey immediately?

Yes No ? 17. Does a child's crying get on your nerves?

Yes No ? 18. Do you think parents should spend a great deal of their time playing and talking with their children?

Appendix F

MY ATTITUDE TOWARD PARENTHOOD

1. This balloon will be your child for the next 24 hours. You are its parent; therefore, you must give it constant care. If you need to be separated for a period of time, get a babysitter. Please have the babysitter sign his/her name and the time he/she sat for your child. Record any behavior problems and solutions used.

2. Your child will attend school. Please see that he/she does not get harmed or disturb others.

3. Every child needs "tender, loving care." You are responsible to see that your child gets this loving care.

Evaluation

1. How did you feel when you first received your balloon?

2. How did you feel after taking care of your balloon after <u>one</u> hour?

3. How did you like being responsible for the balloon?

4. What were some problems you have had with the balloon?

5. Do you think you would enjoy being a parent? Explain.

6. Do you think parents experience similar feelings toward their children? Explain.

INTERVIEW

CHANGES THE BABY MADE

1. Why did you decide to have children?
2. How old were you when you became a parent?
3. When you were first married, how many children did you think you wanted?
4. In what ways were you ready for a baby?
5. How have children changed your life?
6. What are some adjustments that you had to make?
7. What do you enjoy most about being a parent?
8. What parenting information would have helped you most?

Appendix H

CHECKLIST

RIGHTS OF CHILDREN

	Agree	Disagree
1. Every child has the right to be wanted and loved by his parents.		
2. Every child has the right to have parents who are interested and willing to devote time and attention to the development of their child.		
3. Every child has the right to expect his/her parents to have some skills in parenting.		
4. Every child has the right to a good environment.		
5. Every child has the right to good nutrition.		
6. Every child has the right to live in a safe place and be protected against injury.		
7. Every child is entitled to a place of privacy.		
8. Every child has the right to clean and adequate clothing.		
9. Every child has the right to have a variety of learning experiences which enrich his life.		
10. Every child has the right to be protected from neglect and abuse.		
11. Every child has the right to an adequate education and facilities available to pursue his/her education.		
12. Every child has the right to have proper health care.		
13. Every child has the right to have discipline and direction in developing self-control.		

Appendix I

HEREDITY AND ENVIRONMENT ASSESSMENT

Read through the following list. Place an "H" after each trait transmitted through heredity, a "PH" if possible heredity, and an "NH" if not transmitted through heredity.

1. Hair color
2. Eye color
3. Fingernail biting
4. Freckles
5. Musical ability
6. Being overweight
7. Height
8. Skin pigmentation
9. Diabetes
10. Enjoyment of pizza
11. Large nose
12. Size of feet
13. Neatness
14. Curly hair
15. Temper
16. Manners
17. Cancer
18. Good personality
19. Driving ability
20. Rhythm
21. Good or bad eyesight
22. Common sense
23. Religion
24. Bad teeth
25. Long fingernails

HEREDITY AND ENVIRONMENT ASSESSMENT

Judy is 5 years old. She has blond hair and dark eyes. She is fairly tall for her age. Judy likes to look at story books, listen to records and play with dolls. She can carry on lengthy conversations.

In the mornings, Judy watches several children's programs on television. In the evenings, she enjoys taking walks with her father. Judy is generally a happy, good-natured and well-adjusted child.

Judy does not have any pets, since she is allergic to animal hair. She also has some food allergies.

1. List Judy's inherited traits:

2. What characteristics has Judy acquired as a result of her environment:

3. What do you know about Judy that might be related to both heredity and environment?

Taken from Michigan Curriculum Guide in Child Development

Appendix K

Dear Abby,

I am 13 years old. All the guys in my school are bragging about making it with a girl. I want to be accepted, but do not feel good about doing that. What should I do?

Torn in Buffalo

Dear Abby,

My best girl friend thinks she is pregnant. She has been out with this guy several times, but he has dropped her for a real swinger. Her parents don't know. What should she do?

Concerned Cora

Dear Abby,

I am 12 years old and very much in love with a boy who is 16. He says that he loves me and that if I loved him I would have sex with him. All of my friends are doing it but I still have not agreed to do it. He is going to stop dating me soon if I don't. What should I do?

Lovesick Linda

Dear Abby,

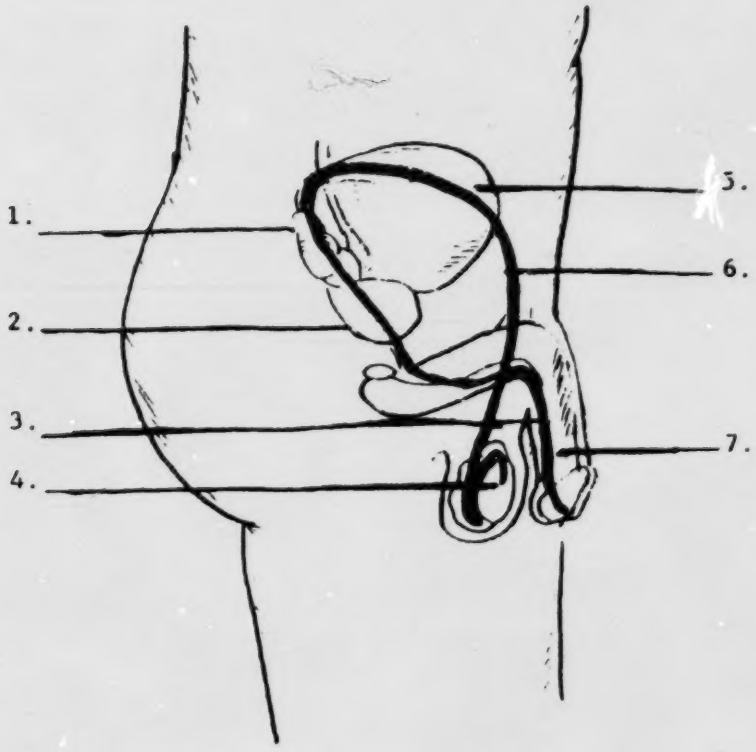
I have been having sex with several different guys and think that I might have a venereal disease. What are the symptoms and where would I go to find out?

Don't Know in Ohio

REPRODUCTION
MALE AND FEMALE ANATOMY
HEREDITY
DON'T CLOWN AROUND!
LEARN THE FACTS!

MALE REPRODUCTIVE SYSTEM

In the space provided at the bottom of the page, label each part of the male reproductive system.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

MALE REPRODUCTIVE SYSTEM

Quiz

Matching: Next to each definition, place the letter of the most appropriate term from the column on the right.

_____ 1. The organ used to eliminate urine and to have sexual relations.

_____ 2. The organs that produce the male hormone testosterone.

_____ 3. The sac that encloses the testes.

_____ 4. The tube through which the sperm go from the testes on their way past the seminal vesicles.

_____ 5. Secretes a substance that mixes with the sperm.

_____ 6. A male hormone.

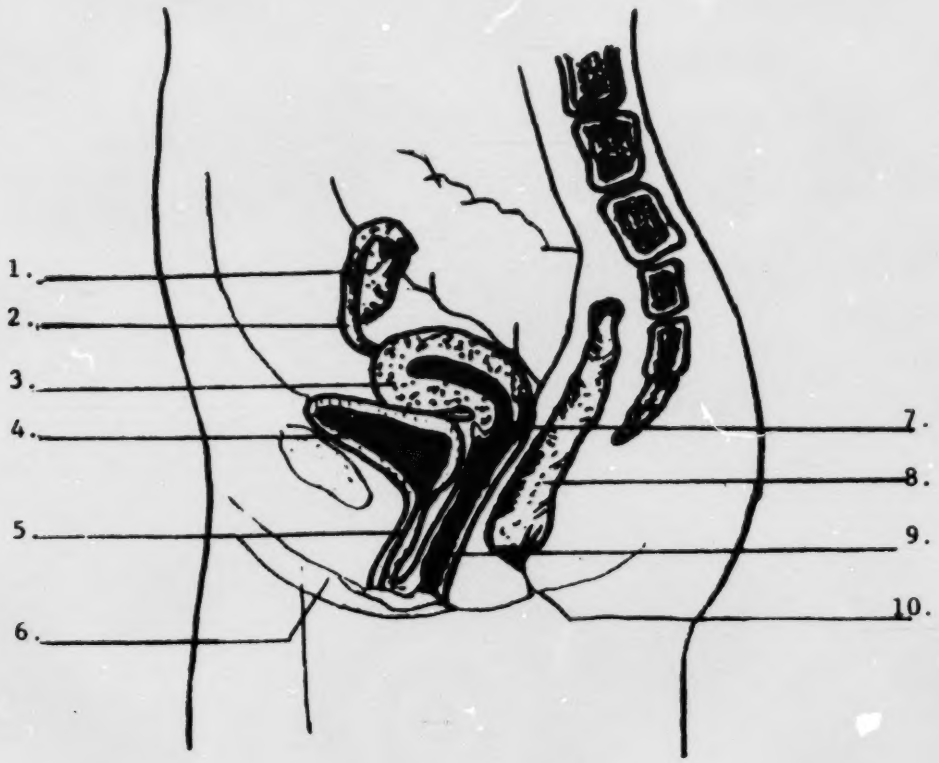
_____ 7. Involuntary release of semen from the penis. Often called a "wet dream."

_____ 8. The removal of foreskin from the penis, usually done at birth.

A. Scrotum
B. Nocturnal Emissions
C. Vas deferens
D. Testestrone
E. Penis
F. Circumcision
G. Prostate gland
H. Testes

FEMALE REPRODUCTIVE SYSTEM

In the space provided at the bottom of the page, label the parts of the female reproductive system.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unscramble the following terms related to the male and female reproductive systems.

1. RESTUU_____
2. OSRCMUT_____
3. REMPS_____
4. ROYAV_____
5. VOUM_____
6. NAAGVI_____
7. SPIEN_____
8. RTILCRIO_____
9. AVUUL_____
10. SSTTEE_____
11. NAFALPOLI BUTE_____
12. GEG_____
13. ENSEM_____

FEMALE REPRODUCTIVE SYSTEM

Quiz

Next to each definition, place the letter of the most appropriate term from the column on the right.

_____ 1. Produces eggs and hormones.

_____ 2. The tube through which eggs travel and in which they are fertilized.

_____ 3. The organ in which a developing fetus grows and is protected.

_____ 4. The inner lining of the uterus that nourishes the developing embryo and from which the menstrual flow originates.

_____ 5. The neck of the uterus that controls the opening into it.

_____ 6. The birth canal and area in which sperm are deposited; the passageway from the uterus to the outside of the body.

_____ 7. An organ of sexual excitability.

_____ 8. A covering and protection for the internal female reproductive organs.

_____ 9. The shedding of the lining of the uterus.

_____10. Female sex hormone produced by the ovaries.

A. Uterus
B. Endometrium
C. Cervix
D. Ovary
E. Clitoris
F. Fallopian tube
G. Menstruation
H. Estrogen
I. Labia
J. Vaginal canal

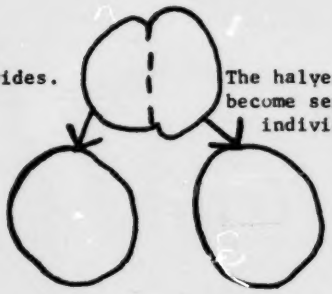
Appendix R

TWINS

IDENTICAL TWINS

A single sperm and a single egg

In early stage the embryo divides.



The halves go on to become separate individuals.

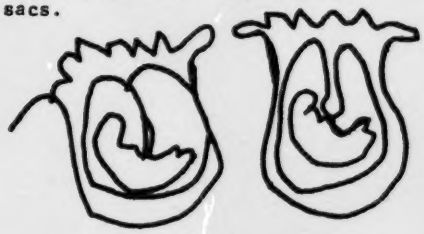
Usually - but not always - identical twins share the same placenta and fetal sac.

BUT, regardless of how they develop, they carry the same genes and are, therefore:

ALWAYS the same sex.... two BOYS - or - two GIRLS

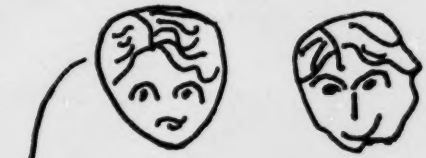
FRATERNAL TWINS

Fraternal twins are products of two different eggs fertilized by two different sperm and may develop in different ways. They usually, but not always, have separate placenta and separate fetal sacs.

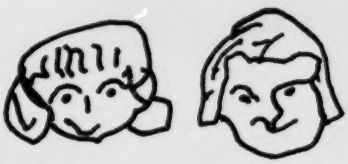


Also, as they are totally different individuals, they may be

Both of the same sex



Two Boys



or Two Girls

or, a mixed pair.

Taken from Michigan Curriculum Guide in Child Development

101

MATCHING WORD SCRAMBLE

Unscramble each word and match with the correct definition.

_____1.	ptconeonic	(conception)
_____2.	nesme	(semen)
_____3.	rsmep	(sperm)
_____4.	vomu	(ovum)
_____5.	aeuljcinoat	(ejaculation)
_____6.	alftrarne/tsinw	(fraternal twins)
_____7.	icendtail/nsitw	(identical twins)

A. The female sex cell produced by the ovaries.

B. Fertilization of egg by sperm.

C. Spurting of semen from the penis during male sexual climax.

D. Siblings born of the same mother at the same time, without the same genetic make-up; "wombmates."

E. Male sex cells.

F. Two individuals sharing the same genetic inheritance and intra-uterine life.

G. Thick mucus fluid containing sperm released through the penis.

Appendix T

POPULAR MYTHS ABOUT CONTRACEPTION

True or False

_____ 1. If you just have intercourse once in a while, you won't get pregnant.

_____ 2. If you stand up right after intercourse, you won't get pregnant.

_____ 3. Saran Wrap works.

_____ 4. Douches (including Coke) prevent pregnancy.

_____ 5. If a girl took a pill (maybe a friend's) that morning, it's safe.

_____ 6. When a girl is menstruating, she can't get pregnant.

_____ 7. If a boy pulls out before ejaculating, the girl can't get pregnant.

_____ 8. If the girl doesn't "come," she can't get pregnant.

_____ 9. Contraception spoils spontaneity, naturalness.

Taken from Decisions About Sex, Planned Parenthood of Westchester, Inc.

Taken from Mich. Curr.
Guide in Child Dev.

Appendix U

E X P E C T I N G ! ! !

DEAR MOM,

I'm excited . . . because you are my MOM and I am your BABY. I'll bet that you're just suspecting that I might be here. I will be growing inside your body for a long time . . . altogether about 280 days.

Did you miss your monthly period? Missing a menstrual period can be one of the best signs that I am growing. The doctor will ask you to remember the first day of your last period. This date will be easier to remember if you mark it on your calendar now.

Can we talk about your eating habits, MOM? What you eat makes a big difference to me. You see, MY BODY grows from the foods YOU eat. When you eat the right foods, then that means I get the right foods, too. Certain foods are really good for us MOM. If you eat the right foods now, then we both will be healthier and happier.

You need to drink enough milk for both of us . . . so MY bones will grow strong. Every day a pregnant MOM needs one-two-three, yes, FOUR servings of milk or a milk product. Skim milk may be the answer to keep you from gaining too much weight before I am born.

We'll both feel better if you eat the nutritious foods that are good for us. I LOVE YOU, MOM, FOR TAKING CARE OF ME!!

Goodbye until next month . . .

LOVE,

BABY "ME"

Appendix V

Pretest on Venereal Disease

	True	False
1. Gonorrhea and syphilis are two of the most common forms of venereal diseases.		
2. Venereal disease cannot be spread through toilet seats and dirty glasses.		
3. Syphilis is not a serious form of venereal disease.		
4. Often cases of VD are not reported because the diseases may mimic many other infectious diseases.		
5. If a pregnant woman has gonorrhea, there is very little chance of any harm that can be done to the baby.		
6. Symptoms of VD are more obvious in the woman than in the man.		
7. Once a person has had gonorrhea, he will never contact the disease again.		
8. Penecillin is highly effective against gonorrhea.		
9. A condom is used to prevent the spread of VD during intercourse.		
10. Gonorrhea is a far more serious disease than syphilis.		
11. A chancre is usually the first sign of syphilis.		
12. In most cases, syphilis can be detected by a blood test.		
13. The rate of syphilitic infection is decreasing rather than increasing.		
14. Syphilis can be successfully treated with penicillin or other antibiotics.		
15. Syphilis cannot be passed on to an unborn child.		

Appendix W

STUDY SHEET ON BIRTH PROCESS

1. Amnion - with the chorion makes up the membranes of the "bag of waters" in which the unborn baby floats.

2. Caesarian section - surgically removing term baby from mother's uterus.

3. Childbirth - process of bringing forth offspring; being born.

4. Fetus - unborn young in uterus from third month until birth; foetus.

5. Labor - muscular contractions that expel the fetus from the uterus at birth.

6. Miscarriage - premature birth of embryo of fetus too soon to live.

7. Placenta - structure connecting embryo and fetus to the uterus by the umbilical cord through which the unborn baby is nourished until it is born.

8. Prematures - babies born before full term, but late enough that there is a good chance of their living; usually born between seven and nine months.

9. Spontaneous abortion - emptying of the pregnant uterus of its contents spontaneously; popularly called "miscarriage."

10. Therapeutic abortion - surgical removal of the embryo to safeguard the mother.

11. Umbilical cord - cord attaching unborn embryo and fetus to the uterus. Through it flow blood vessels to nourish the unborn child and remove its waste.

12. Breech - the birth complication which occurs when the baby's head does not come out before the rest of the body.

13. Forceps - a pair of tongs used for precise or delicate work, as that of a surgeon.

14. Obstetrics - the branch of medical science that deals with women before, during and after childbirth.

Appendix X

PRETEST AND/OR POSTTEST ON BABY CARE

Put the correct letter by each number.

_____ 1. A newborn baby generally sleeps
A. 9-12 hours a day.
B. 15-18 hours a day.
C. 6-8 hours a day.

_____ 2. The reason it's important to hold a baby while feeding is that
A. Babies need a certain amount of cuddling and affection to grow normally.
B. It helps get the milk or formula into the baby's mouth.
C. It prevents colic or upset stomachs.

_____ 3. In general, the number of diapers a newborn baby uses is
A. 30-40 per week.
B. 50-70 per week.
C. Over 100 per week.

_____ 4. Normal body temperature for a baby would be
A. 101° F.
B. 98.6° F.
C. 96.8° F.

_____ 5. Usually a baby is sleeping through the night by the time he is
A. 2 weeks old.
B. 4 weeks old.
C. 6 weeks old.

True or False - Place a T by the statements that are true; place an F by the statements that are false.

_____ 1. The correct temperature of the bath water for a baby should be between 99-100° F.

_____ 2. Always give baby a bath at different times during the day.

_____ 3. A tub bath is usually recommended for baby as soon as navel and circumcision are healed.

_____ 4. Colic means sharp pains in the intestine.

_____ 5. Most illnesses babies have are very serious.

A NEW MOTHER'S SCHEDULE DURING THE FIRST TWO WEEKS

1:00	a.m.	p.m.	
2:00	a.m.	p.m.	
3:00	a.m.	p.m.	
4:00	a.m.	p.m.	
5:00	a.m.	p.m.	
6:00	a.m.	p.m.	
7:00	a.m.	p.m.	
8:00	a.m.	p.m.	
9:00	a.m.	p.m.	
10:00	a.m.	p.m.	
11:00	a.m.	p.m.	
12:00	a.m.	p.m.	

Include: feeding - diaper changing - sleeping - playtime - and crying periods. Hints: 5- or 6-pounders like a 3-hour feeding schedule. A breast-fed baby usually has several bowel movements a day. The baby fed cow's milk usually has between 1 and 4 bowel movements a day in the beginning.

Taken from Michigan Curriculum Guide in Child Development

Appendix Z

PROMOTING ACCEPTABLE BEHAVIOR - THOUGHT QUESTIONS

Name _____

In each of the following situations, which reaction or technique would you use and why?

1. Children are throwing a ball into the street.
   a. Don't throw your ball into the street.
   b. Throw the ball this way.

2. Children are throwing sand at each other.
   a. Let's make sand castles instead of throwing sand.
   b. We keep the sand in the sand box around here.

3. Child kicks over another child's blocks.
   a. Stop being naughty; you spoiled Johnny's house.
   b. Jimmy, let's try hitting the pounding toy.

4. Picking up the toys.
   a. I can't see why you kids can't pick up your own toys instead of leaving it all out for me to do.
   b. Let's see if we can't figure out a way to get this done faster. If we weren't such a good team, we'd never get our work done.

5. Giving a choice.
   a. Would you like to play with the tricycle now? Jane is finished.
   b. Would you like to play with the tricycle or the wagon?

6. Bedtime problems.
   a. "Come in, Suzie, and get ready for bed."
      "But last time you let me stay up until 10:00."
   b. "Do you see what the clock says, Suzie?"
      "It says almost bedtime; will you read me a story?"
      "Yes, as soon as you are ready for bed."

7. Children are eating lunch.
   a. If you finish every bite on your plate, I'll give you the biggest piece of cake.
   b. When you finish your lunch, you may have some cake.

8. Children are doing something you do not approve of.
   a. I'll let you do anything you want to do, if you stop that this minute.
   b. Let's play Old Maid, puppets, or school.

9. The child just asked you where babies come from.
   a. The stork.
   b. Give a detailed explanation.
   c. From a man and a woman who express their love for each other.

PROMOTING ACCEPTABLE BEHAVIOR - THOUGHT QUESTIONS, continued

10. When babysitting for a child who becomes frightened, you
    a. Tell him to stop acting like a baby.
    b. Comfort him and get him interested in something he likes.
    c. Tease him to humor him out of being frightened.

11. The child insists upon calling his parents.
    a. Dial the public service and let the child listen.
    b. Explain how it is not possible to reach them by phone and tell him you'll give him a cookie if he stops crying.
    c. Explain why you can't call them. Get him interested in something he enjoys.

ANSWER KEY

1. b
2. a
3. b
4. b
5. b
6. b
7. b
8. b
9. c
10. b
11. c

Taken from Home Economics Curriculum 7, 8, 9
Appleton, Wisconsin 1975

GUIDES FOR PROMOTING ACCEPTABLE BEHAVIOR

1. The child is your first and main concern. His safety, well being, and state of mind are the most important considerations when dealing with children.

2. Self-concept of that child should be kept positive. Never respond with a comment or action that will bring about a negative or bad image or self-concept of the child.

3. Remember that the child has emotions that he wishes to express, and he is usually very honest about expressing them. He may decide to test you and say or do something just to get your reaction. Be on guard and prevent any behavioral problem by what you say or do.

4. Be honest with children; do not lie, fib, or tell false stories as the child can usually see through these things anyway. If you honestly do not know the answer to something the child asks, tell him, "I do not know, but I will see if I can find out for you."

5. When you do know the answers, respond to the child in terms that he can understand and do not get technical or too involved.

6. Do not bribe, threaten, or frighten a child.

7. Be firm, but gentle. Set limits and be consistent.

8. When asking or telling a child to do something, approach it by saying, "When you finish you may . . ." DO NOT USE THIS TERMINOLOGY: "If you finish . . ." etc.

9. When giving the child a choice, let him choose among several things he likes that you approve and are willing to give him. Do not offer too many choices as the child becomes frustrated and cannot make up his own mind.

10. When the child says something that horrifies or surprises you, keep calm and handle it in a matter of fact way or he will continue to do the same thing again.

11. Never criticize the child or his personality in any way. You may tell him that you disapprove of his behavior but never disapprove of him.

12. Be fair to the child and to yourself.

Taken from Home Economics Curriculum 7, 8, 9
Appleton Public Schools
Appleton, Wisconsin 1972

GUIDANCE ROLE PLAY

Choose one of the following guidance techniques for children to role play. One student can be the teacher, while another student can be the child. Be prepared to explain why these techniques are desired.

1. When speaking to the child, look him directly in the eye.
2. Use "do" instead of "don't."
3. Place the action part of your direction at the beginning of the sentence.
4. Give no more than two directions at a time, preferably only one.
5. Give the child directions at the time and place you want the behavior to occur.
6. Make it clear whether the child has a choice or not.
7. Keep competition to a minimum by motivating the child through helping him set new personal goals for achievement.
8. Give attention before the child demands it.
9. Remember that children's needs vary as to the amount and type of physical guidance that is appropriate.
10. Demonstrate desired behavior for the child. Verbal direction needs to be used along with physically showing the child what to do.

Taken from Michigan Curriculum Guide in Child Development

GUIDANCE SITUATIONS

Read the following situations carefully. Circle the letter designating the best possible answer.

1. John has played with his dump truck for an afternoon. He hauled sand, gravel, flowers and small toys from one side of his play area to the other. When it was time to go inside, he was tired and had difficulty bringing his truck inside. John's mother should:

   A. Allow John to bring the truck in by himself. He has been able to pull it when it was loaded with objects.

   B. John's mother should bring the truck in herself because John is very tired.

   C. John's mother should recognize that play has become work and help John bring in the truck.

   D. John's mother should make a game out of bringing in the truck.

2. Jill, a two-year-old, is with her mother at the supermarket. At first she is content to ride in the cart on the seat provided for small children. Recognizing a favorite kind of cookie on the shelf, she insists on having some. Jill's mother tries to explain they have some of these cookies at home when Jill cries loudly. The mother should:

   A. Give Jill a cookie from the box and add the box to her cart.

   B. Let Jill scream, disturbing other supermarket shoppers.

   C. Spank Jill.

   D. Select an apple and a banana from the cart and let Jill have a choice.

3. Three-year-old Eric brought home a toy from play that belonged to Julie. Eric's mother should:

   A. Take the toy to Julie.

   B. Talk to Eric about making a mistake about taking the toy.

   C. Help Eric to decide that he must return the toy to Julie now.

D. Keep the toy until tomorrow when they will be going to Julie's anyway.

4. Jamie, age 4, is an only child. He will not play with other children when they come to visit his house. Jamie's mother should:

A. Play with Jamie and allow the other children to play in a specific area with some of Jamie's toys.

B. Plan a game and be sure all the children play.

C. Read a story to all the children.

D. Help Jamie take part in the play activity in process.

Appendix
Answer Key

Appendix item I - Heredity and Environment Assessment

1. H	6. NH	11. H	16. NH	21. PH
2. H	7. H	12. H	17. NH	22. NH
3. NH	8. H	13. NH	18. NH	23. NH
4. H	9. H	14. H	19. NH	24. NH
5. PH	10. NH	15. NH	20. NH	25. NH

Appendix item M - Male Reproductive System

1. Seminal vesicle
2. Prostate gland
3. Urethra
4. Testicle
5. Urinary bladder
6. Vas deferens
7. Penis

Appendix item N - Male Reproductive System

1. Penis
2. Testes
3. Scrotum
4. Vas deferens
5. Prostate gland
6. Testestrone
7. Nocturnal emissions
8. Circumcision

Appendix item O - Female Reproductive System

1. Ovary
2. Fallopian tube
3. Uterus
4. Bladder
5. Urethra
6. Labia
7. Cervix
8. Rectum
9. Vagina
10. Anus

Appendix item P - Reproductive Systems

1. Uterus
2. Scrotum
3. Sperm
4. Ovary
5. Ovum
6. Vagina
7. Penis
8. Clitoris
9. Vulva
10. Testes
11. Fallopian tube
12. Egg
13. Semen

Appendix item Q - Female Reproductive System

1. Ovary
2. Fallopian tube
3. Uterus
4. Endometrium
5. Cervix
6. Vaginal canal
7. Clitoris
8. Labia
9. Menstruation
10. Estrogen

Appendix item T - Popular Myths About Contraception

1. F
2. F
3. F
4. F
5. F
6. F
7. F
8. F
9. F

Appendix item V - Pretest on Venereal Disease

1. T
2. F
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F
11. T
12. T
13. F
14. T
15. F

Appendix item X - Pretest and/or posttest on baby care

1. B
2. A
3. B
4. B
5. C

1. T
2. F
3. T
4. T
5. F

Appendix item CC - Guidance Situation

1. C
2. D
3. C
4. D

RESOURCES

RESOURCE LIST

Books: Title	Author	Publisher or Source	Date & Price
1. A Baby Is Born	Maternity Center Association	Grossett and Dunlop Maternity Center Association 48 East 92nd Street New York 28, New York	1974 $ 4.95
2. A Child Is Being Beaten	Chase, Naomi	Holt, Rinehart & Winston, Inc. 383 Madison Avenue New York, New York 10017	1975 $ 8.95
3. A Child Is Born	Nilsson, Lennart; Ingelman-Sundberg, Axel; and Wirsen, Cloes	Delacorte Press Dist. by: Dial Press 1 Dag Hammarskjold Plaza 245 East 47th Street New York, New York 10017	1977 $ 5.95
4. Alcohol and Nutrition	Null, Gary and Null, Steve	Pyramid Publications (Harcourt Brace Jovanovich, Inc.) 757 Third Avenue New York, New York 10017	1976 $ 1.75
5. Baby Book	Better Homes and Gardens	Meredith Corporation Orders to: Consumer Book Division 1716 Locust Des Moines, Iowa 50336	1972 $ 5.95

6. Between Parent and Child	Ginott, Dr. Haim	Avon Books The Hearst Corporation 957 Eighth Avenue New York, New York 10019	1965 $ 1.75
7. Discipline	Welch, David and Hughes, Wanda	Hart Publishing Company 15 West 4th Street New York, New York 10012	1977 $ 3.95
8. Exploring Home and Family Living	Fleck, Henrietta and Fernandez, Louise	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632	1971
9. Homemaking for Teenagers, Book 1	McDermott, Irene E., and Nichols, Florence W.	Charles A. Bennett Company, Inc. 809 West Detweiller Drive Peoria, Illinois 61614	1975 $14.60
10. How Babies Are Made	Andry, Andrew C., and Schepp, Steven	Time-Life Books New York Sex Information and Education Council of the U.S. 1855 Broadway New York, New York 10023	1968 $ 5.95
11. How To Father	Dodson, Fitzhugh	New America Library, Inc. 1301 Avenue of the Americas New York, New York 10019	1970 $ 1.95
12. Introductory Homemaking	Cross, Aleene	J. B. Lippincott Company East Washington Square Philadelphia, Pennsylvania 19105	1970 $10.00

13.	Learning About Children	Shuey, Rebekah M., Wood, Elizabeth L. and Young, Ester Mason	J. B. Lippincott Company East Washington Square Philadelphia, Pennsylvania 19105	1969
14.	Masculinity and Femininity	Miller, Benjamin F., Slackowski, Benjamin L., Rosenberg, Edward B.	Houghton Mifflin Company 551 Fifth Avenue New York, New York 10017	1971 $ 3.80
15.	Me, Understanding Myself and Others	Rikel, Audrey Palm and Riker, Charles	Charles A. Bennett Company, Inc. 809 West Detweiller Drive Peoria, Illinois 61614	1977
16.	Parenting, A Guide for Young People	Gordon, Sol and Woolin, Mina	Oxford Book Company, Inc. 11 Park Place New York, New York 10007	1975 $ 2.34
17.	P.E.T. In Action	Gordon, Dr. Thomas	Wyden Books David McKay Company, Inc. 750 Third Avenue New York, New York 10017	1976 $10.95
18.	Pregnancy, Birth and Family Planning	Guttmacher, Alan F. M.D.	Viking Press, Inc. 625 Madison Avenue New York, New York 10022	1973 $19.95
19.	Preparing for Parenthood	Salk, Dr. Lee	David McKay Company, Inc. 750 Third Avenue New York, New York 10017	1975 $ 1.95
20.	Relationships: A Study in Human Behavior	Westlake, Helen Gum	Ginn and Company A Xerox Education Company 191 Spring Street Lexington, Massachusetts 02173	1972

21.	Survival Handbook for Preschool Mothers	Smith, Helen Wheeler	Follett Publishing Company Division of Follett Corporation 1010 West Washington Blvd. Chicago, Illinois 60607	1977 $ 2.95
22.	Talking About Death	Grollman, Earl A.	Beacon Press, Inc. 25 Beacon Street Boston, Massachusetts 02108	1976 $ 3.95
23.	Talking About Divorce	Grollman, Earl A.	Beacon Press, Inc. 25 Beacon Street Boston, Massachusetts 02108	1975 $ 2.95
24.	Talking With A Child	White, James D.	Macmillan Publishing Company, Inc. 866 Third Avenue New York, New York 10022	1976 $ 8.95
25.	Teach Your Child to Talk	Staff Developmental Language and Speech Center	Cebco Standard Publishing Company 9 Kulick Road Fairfield, New Jersey 07006	1975
26.	Teen Guide to Home-making (4th ed. forthcoming)	Barclay, Marion and Champion, Frances	McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10036	1972 $10.64
27.	Telling A Child About Death	Jackson, Edgar N.	Hawthorne Books, Inc. W. Clement Stone Publisher New York, New York	1965 $ 1.95
28.	The Developing Child	Brisbane, Holly E.	Charles A. Bennett Company, Inc. 809 West Detweiller Drive Peoria, Illinois 61614	1971 $ 5.85

29.	The Sexual Adolescent	Gordon, Sol	Duxbury Press Division of: Wadsworth Publishing Co. 6 Bound Brook Court North Scituate, Massachusetts 02060	1974 $ 3.95
30.	Understanding and Guiding Young Children	Baker, Katherine Read and Fane, Xenia F.	Prentice Hall, Inc. Englewood Cliffs, New Jersey 07632	1975 $11.32
31.	What Would You Do? A Child's Book About Divorce	Cain, Barbara S. and Benedek, Elissa	The Saturday Evening Post Company Indianapolis, Indiana	1976 $ 4.95

Booklets and Pamphlets	Publisher or Source	Price
1. Am I Parent Material?	The National Organization for Non-Parents 806 Reisterstown Road Baltimore, Maryland 21208	1-9 $.06 10-99 .05 100 or more .04
2. About Child Abuse	Channing L. Bete Co., Inc. 45 Federal Street Greenfield, Mass. 01301	$.50
3. About Syphilis and Gonorrhea	Channing L. Bete Co., Inc. 45 Federal Street Greenfield, Mass. 01301	$.50
4. Babies Aren't Found Under a Cabbage Leaf	The Dean Rubber Company 16th and Iron North Kansas City, Missouri 64116	
5. Baby's Eating and Sleeping Habits	Johnson and Johnson New Brunswick, New Jersey 08903	Free
6. Because You Are Getting Married	Kentucky Department for Human Resources	
7. Be Good to Your Baby Before It is Born	The National Foundation March of Dimes P. O. Box 2000 (Date 1977) White Plains, New York 10602	
8. Birth Control	Planned Parenthood 810 Seventh Avenue New York, New York 10019	11 copies .25 50 copies 5.50 100 copies 10.00

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9.	Birth Control With the Pill	Searle and Company San Juan, Puerto Rico 00936	
10.	Children Today	U.S. Department of Health, Education and Welfare Publications Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	1.00 per cop
11.	Death, Grief, Mourning, The Funeral and The Child	National Funeral Directors Association Chicago, Illinois	
12.	Decisions About Sex	Planned Parenthood of Westchester, Inc. 149 Grand Street White Plains, New York 10601	
13.	Eleven Million Teenagers	Planned Parenthood of Westchester, Inc. 149 Grand Street White Plains, New York 10601	
14.	Getting Married	Kimberly Clark Corporation Life Cycle Center Neenah, Wisconsin 54956	
15.	Growing Up	Kimberly Clark Corporation Life Cycle Center Neenah, Wisconsin 54956	
16.	Healthy Babies-Chance or Choice	Kentucky Association Future Homemakers of America - Department of Education Frankfort, Kentucky 40601	

7. Infant Nutrition	Gerber Products Company Feemont, Michigan 49412	
8. It's A Man's World	Planned Parenthood Center 508 West 2nd Street Lexington, Kentucky 40507	
9. Keeping Baby Clean	Johnson and Johnson New Brunswick, New Jersey 08903	
10. Planning Your Family	Planned Parenthood Center, Inc. 845 Barret Avenue Louisville, Kentucky (502) 584-2471	
	508 West 2nd Street Lexington, Kentucky 40507 (606) 255-4913	
	P. O. Box 429 Berea, Kentucky 40403 (606) 986-4677	
11. Planning Your Future #(HSA) 75-16014	U. S. Department of Health, Education and Welfare Public Health Service Rockville, Maryland 20352	
12. Pregnancy and You	Public Affairs Pamphlets 381 Park Avenue, South New York, New York 10016	$

23.	Sickle Cell in Kentucky	The Thomas Hunt Morgan Institute of Genetics, Inc. 628 North Broadway Lexington, Kentucky 40508	
24.	The Extra Advantages of Family Planning #(HSA) - 75	U. S. Department of Health, Education and Welfare Public Health Service Rockville, Maryland 20352	
25.	The Miracle of You	Kimberly Clark Corporation Life Cycle Center Neenah, Wisconsin 54956	
26.	VD: Facts You Should Know	Scott, Foresman and Co. Glenview, Illinois 60025 or Local Health Department	
27.	Venereal Disease Hurts You and Unborn Babies	The National Foundation March of Dimes Box 2000 White Plains, New York 10602	
28.	What Everyone Should Know About VD	Channing L. Bete Co., Inc. 45 Federal Street Greenfield, Mass. 01301 or Local Health Department	.50
29.	What It Means to Become A Parent	Planned Parenthood Federation of America, Inc. 810 Seventh Avenue New York, New York 10019	Single copy .25 100 copies 15.00

30.	When Baby Is Ill	Johnson and Johnson New Brunswick, New Jersey 08903	
31.	Women and Smoking #475	Public Affairs Pamphlet 381 Park Avenue, South New York, New York 10016	$ .50
32.	Your First Months With Your Baby #478	Public Affairs Pamphlet 381 Park Avenue, South New York, New York 10016	.35
33.	Your Years of Self-Discovery	Kimberly Clark Corporation Life Cycle Center Neenah, Wisconsin 54956	

Films	Source	Price
1. "Children in Peril"	Audio Visual Service University of Kentucky Lexington, Kentucky 40506	
2. "From Girl to Woman"	Modern Talking Picture Service 9 Garfield Place Cincinnati, Ohio 45202	Free Loan
3. "Hope Is Not A Method"	Planned Parenthood 508 West 2nd Street Lexington, Kentucky 40507	Free Loan
4. "Human Reproduction"	Audio Visual Service University of Kentucky Lexington, Kentucky 40506	
5. "Male Reproduction"	Modern Talking Picture Service 9 Garfield Place Cincinnati, Ohio 45202	Free
6. "The Story of Menstruation"	Walt Disney Film Order from Livonia Public Schools Livonia, Michigan 48150	
7. "The War of the Eggs"	Audio Visual Service University of Kentucky Lexington, Kentucky 40506	

Filmstrips	Source	Price
1. "Bathing, Dressing, and Toilet Training"	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 58.00
2. "Becoming A Man"	Guidance Associates Pleasantville, New York	
3. "Becoming A Woman"	Guidance Associates Pleasantville, New York	
4. "Child Abuse and Neglect" (Kit of 5 filmstrips w/records)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
5. "Divorce and Separation" (Kit of 5 filmstrips w/records)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
6. "The Emotional Impact" (Kit of 5 filmstrips w/records)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 53.00
7. "From Birth To One: A Time of Remarkable Growth" (Kit of 5 filmstrips w/records)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 58.00
8. "Having A Baby: The Miracle of Creation"	QED Productions P. O. Box 1608 Burbank, California 91507	

9.	"Illness" (Kit of 5 filmstrips w/records)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
10.	"The Importance of Funerals" (Kit of 5 filmstrips w/records)	Parents' Magainze Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
11.	"Learning Away From Home" (Filmstrip & record)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
12.	"Learning Through Play" (Filmstrip & record)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.00
13.	"More Than Love" (Filmstrip & record)	National Foundation March of Dimes Box 2000 White Plains, New York 10602	$ 10.00
14.	"Tomorrow Happens Today" (Filmstrip & record)	National Foundation March of Dimes Box 2000 White Plains, New York 10602	$ 10.00
15.	"Understanding Death" (5 filmstrips w/records)	Educational Perspective Associates P. O. Box 213 Dekalb, Illinois 60115	(free if donated by local funeral director)
16.	"Understanding Your Parents" (2 filmstrips w/records)	Guidance Associates Pleasantville, New York	$ 48.50

17.	"Venereal Disease: Who, Me?"	Guidance Associates Pleasantville, New York	
18.	"When Children Disobey" (Filmstrip & record)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.(
19.	"When Children Do Worrisome Things"' (Filmstrip & record)	Parents' Magazine Films, Inc. 52 Vanderbilt Avenue New York, New York 10017	$ 49.(
20.	"Young, Single and Pregnant"	Guidance Associates Pleasantville, New York	

Miscellaneous Teaching Aids	Source	Date
CHARTS:		
Birth Atlas	Maternity Center Association 48 East 92nd Street New York, New York 10028	
SLIDES:		
"Human Reproduction 100"	Guidance Associates Pleasantville, New York	
TAPES:		
"Sharing Parental Responsibility Between Men and Women", Conversations With Dr. Lee Salk	Visual Education Corporation Princeton, New Jersey	1975
TRANSPARENCY:		
Growth and Development Patterns (H.E. packet #11)	3 M Transparencies 265 Southland Drive Lexington, Kentucky 40503	
CURRICULUM GUIDE:		
Curriculum Guide in Child Development	Department of Home Economics & Family Life - Department of Education Lansing, Michigan	1977

MAGAZINES:

1. Good Housekeeping		July 1977
2. Teen Times	Future Homemakers of America 2010 Massachusetts Avenue, N.W. Washington, D. C. 20036	Jan./Feb.
3. Co-Ed	Scholastic Magazine, Inc. 50 West 44th Street New York, New York 10036	April-June